

Oak Tree Day Nursery

Willerby Hill Business Park, Hull, East Riding of Yorkshire, HU10 6NS



Inspection date

2 February 2017

Previous inspection date

23 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children settle well and feel very safe and secure. The key-person system is firmly embedded. Partnerships with parents, carers and other professionals are strong. As a result, children make good progress in their learning and development.
- Children are supported to move on to their next room and next stage of learning well. They are introduced sensitively to the transition and develop the necessary skills to help them embrace new experiences with confidence.
- Older children benefit from a wide range of play materials. High regard is given to supporting their literacy skills and mathematical concepts. Staff take effective action to extend and develop children's ideas. Older children are willing to have a go and discuss their thoughts and opinions confidently.
- Babies are given time to explore in a safe and welcoming environment. Staff intuitively support babies' early language and physical skills. Parents are actively encouraged into the room and they greatly appreciate this.
- Staff are calm, continually praise children and reward their positive behaviour. Children readily go to staff for support and reassurance. Staff effectively manage children's behaviour and talk about the importance of safety throughout children's activities.

It is not yet outstanding because:

- Sometimes, for example, after lunch, the toddler room is not well prepared for children to access activities and experiences when they arrive. This has an impact on their independence and stimulation.
- Systems to monitor all staff practice do not focus enough on raising the quality of teaching in the toddler room to the highest level.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- explore further ways of enhancing the toddler room after daily routines, such as lunch, to stimulate children's interest and independence in activities and experiences on entry
- embed systems to monitor the quality of teaching in the toddler room in order to increase the potential to consistently deliver the highest quality of teaching of all staff practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the manager at appropriate times during the inspection.
- The inspector looked at evidence of the suitability, qualifications and training certificates of staff working at the nursery. She also looked at the selection of policy documents, including the safeguarding policy and procedures, and risk assessments. She discussed the nursery's self-evaluation and action plans.
- The inspector observed children playing and spoke to children and staff throughout the inspection. She also carried out two joint observations with the manager.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about child protection issues and understand what action to take if concerned about the welfare of a child. All staff hold relevant childcare qualifications. Staff are deployed well and communicate effectively to ensure the smooth running of daily routines. The manager has high expectations for staff and children and has clear ambitions. She reflects on the provision and attends training to enhance her knowledge. The manager targets further professional development opportunities, such as offering in-house training. This helps to improve staff knowledge, skills and confidence, overall. Her action plans for improvement are well targeted to strengthen the setting. The manager monitors the educational programmes and children's progress. This ensures any gaps in their learning are identified and acted on. Children liaise with other providers to provide consistency for learning.

Quality of teaching, learning and assessment is good

Children's individual needs are well met. Effective settling-in sessions ensure that the move from home to the setting is smooth. Children are sociable and play well together. Staff support children's behaviour well. They are positive role models and help children to learn about sharing. Children behave well and follow instructions to help keep them safe. Babies are keen to explore their environment and enjoy crawling through tunnels to develop their physical skills. Toddler children enjoy regular access to the outdoor area and like to show off their physical skills. Older children navigate their bicycles outdoors, balance and play catch using balls. Indoors they embrace moving to music enthusiastically and follow instructions well. This enhances children's coordination and agility.

Personal development, behaviour and welfare are good

Staff have a good understanding of how children learn and use this knowledge to plan stimulating activities. Toddlers investigate a variety of textures, such as cereals, shaving foam and paint, using their hands. Older children concentrate intently during circle time. They recognise numbers and make connections between the sounds they hear and the letter names that they know. Staff are enthusiastic in their storytelling and capture the children's attention. Older children answer questions confidently, discussing the storylines. This helps promote their literacy development well. Staff make regular assessments of children's development which they share with parents. Parents are very complimentary about the nursery and staff.

Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress. They are creative and enjoy using their imagination in play. Babies eagerly explore a variety of objects from sensory baskets. Toddler children enjoy singing and rhymes. This supports their counting and language skills. Older children are happy, inquisitive and demonstrate a lot of confidence. They develop independence and learn problem-solving skills, concentrating well during activities. Children learn how to develop positive relationships and strong social skills. This helps them to develop key skills for their future and in readiness for school.

Setting details

Unique reference number	EY260507
Local authority	East Riding of Yorkshire
Inspection number	1059653
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	60
Number of children on roll	79
Name of registered person	Lynn Marie Hawkins
Registered person unique reference number	RP514066
Date of previous inspection	23 November 2012
Telephone number	01482 670923

Oak Tree Day Nursery was registered in 2003. The nursery employs 16 members of staff. The manager and all the staff hold appropriate early years qualifications at levels 2, 3, 4, 5 and 6. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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